



THE CITY ON A HILL PRESS



THE CITY ON A HILL
PRESS



Last Ditch Effort

In what seems to be a "last ditch" effort at working through the established channels, The PRESS supports the current drive toward changing the visitation policy of the University. We hope that the Academic Senate will join the Cowell Assembly and the Stevenson Assembly in asking that the rules be substantially liberalized. The PRESS' view on this matter is well known. Let us hope that it shall prevail, peaceably.

Go to the Thing

The Tutorial Project is on the ROCKS. The only funds it will receive for next year will be what is raised by this weekend's SPRING THING. The Regents will match whatever profits are earned, two-to-one. The PRESS urges that, in the interest of the Tutorial Project, students, faculty, and staff support the SPRING THING by their attendance and their contributions.

Stand Against Tuition

The fight against tuition and budget cuts will resume on the Santa Cruz campus this week when the Regents come here to hold their monthly meeting. Although the furor has somewhat died down throughout the state, it is still of vital importance to students of the University of California.

In order to show the Regents that students are still concerned about the possibility of tuition, The PRESS is sponsoring a silent vigil to be held Thursday afternoon in the Cowell Courtyard outside the Cowell Library where the Regents will be meeting.

The basic purpose of the vigil is to demonstrate that the impact of tuition is not merely a matter of statistics. A tuition of any useful size will make it difficult for most of the students at Santa Cruz to attend the University. It will make it too difficult for some. Indeed the worst impact at Santa Cruz may not show up in the statistics. The students who are barely paying for school now, who are supporting themselves, whose parents do not make enough money now to pay for their education will be provided for through scholarships. But the students whose parents are middle class and earning a decent living but are scraping pretty low, taking out large loans or dipping into their savings, to send their two or three children through college, will not show up in the statistics. They will not be able to qualify for scholarships.

These are the kind of students who go to Santa Cruz and will be seriously hurt by a tuition. These are the students who should be in the Cowell Courtyard to show the Regents that they are dealing with real students who may have to suffer because of the Governor's economy drive.

The vigil wil be silent -- by standing and remaining quiet we can best show our serious concern without arousing the hostile feelings which noise and disorder are bound to create and which can only hurt our cause. A short statement explaining our purposes and expressing our concern will be distributed to the Regents on Thursday morning. In order to maintain order and to limit the demonstration to one issue for maximum effect, there should be no placards or pickets.

The issue is of vital importance to the students at Santa Cruz. If you care enough about your education, you'll be in the Cowell Courtyard Thursday afternoon.

Letters to the Editor

Comedy or Tragedy

It looks like we are in the midst of a comedy, when we consider the current state of student government at Stevenson College. Idiots, members of that large and powerful tribe whose influence in human affairs has always been dominant and controlling, have projected themselves into the leadership of student government, by opposing it no less! A fool's delight — gaining the very power that he has condemned.

Yet this mockery is just that — a mockery. Wrapped in the cloakes of Comedy lies Tragedy. Perhaps our mockery will go down in history as "The Great Masquerade," for behind the sound and fury over principles we will find only the empty bag of personal advantage. In this private glorification rest the seeds of Tragedy.

Beware of The Vacha! It grows fat upon espousing conflicting causes, trying to champion them all, and doomed to failure by the natural cause of his rise to power — alliance with others more ambitious than himself.

Beware of Dr. Lynch-Jekyll and Mr. Chain-Hyde! One espouses noble sentiments about the inert ability of students to succeed without organization, forgetting that the Administration will govern us if we will not; while his henchman disrupts and turns into chaos any attempt to prove them wrong. This pair is far more cunning than the Vacha. Student power to them will be tolerated only if they possess it alone.

Beware of Maxine DeFarge and her no less evil sister, Judy. Knitting quietly between Dr. Jekyll and Mr. Hyde, Maxine occasionally stirs to clamor for the guillotine as the solution to student leadership. Such a bitch of the Revolution is to be feared by all who aspire to raise their heads above the chaos.

A comedy? Yes, watching these idiots grapple for control over the very device they espouse to hate is ludicrous. The tragedy comes when we realize that we fools elected those idiots to represent us, and the drama involves us all.

Jeremiah Kidd

What's the Rush?

In a bit of rather hasty action Tuesday night, the Stevenson Student Council allocated $1200 for a concert. A noble idea, especially considering the performers, Phil Ochs, Judy Henske, both folksingers, and a Mr. Krassner, who is the editor of The Realist; one which a person would naturally be inclined to support, but why was the Council pressured to allocate the funds immediately? Certainly, they weren't going to be out of money, as they still possess a substantial sum even subtracting the concert expense.

The Council action needs some further elaboration. The funds were allocated but no further action was approved. That is, no date was set, no time specified, an admission fee or lack of one was left undecided, and approval to spend the money allocated was left in the air.

Strange events began occurring this Thursday. Steve Chain and a friend from House Two presented themselves to Sheila Hough, Charles Page, and someone at Central Services to arrange the affair. This seemed normal since they knew of the allocation, and it was only logical that someone would be organizing the event.

The scene becomes rather complicated at this point. Steve's friend explained that SCOFF was sponsoring the program to Sheila Hough, but elsewhere the sponsor named was the Student Council. The petition filled by both these gentlemen stated that the Student Council was the sponsor, and proceeded to the point of trying to determine with Charles Page when the event would take place. The problem is that the Student Council had not yet committed itself to sponsoring the event, nor was sponsorship by SCOFF ever mentioned at the Council meeting. Something funny going on?

There's still $1200

There's still more to come. The $1200 was solely for the purpose of transporting the performers from New York to Santa Cruz and accommodating them. They are performing free of charge. Figuring $150 each for each leg of the trip, there is a surplus of $300 left. Where is that money going? Mr. Chain didn't bother to detail the expenses when he made his proposal to bring them here. Also, when asked if Judy Henske might not come, and how much it would cost then, the reply was $1200. Something funny?

Rumors have it that Mr. Krassner was planning to come to Santa Cruz to cover the Regents' meeting next Thursday, the time Mr. Chain requested for the concert. Undoubtedly his magazine would alleviate some of his financial costs if this is true. If it is, then where is the money going?

It seems that the Stevenson Council acted a tad rashly, but what is the reason for Mr. Chain's hyperthyroidism? $1200 is a lot of money.

A. Scherz

Wildflowers

Contributions are now being accepted for the next issue of *Wildflowers*. They may be addressed to Franklin Konigsberg, Box 426, Cowell College.

12 May 1967

From The Sandcastle

The Cowell Assembly passed this resolution last Tuesday: "The Cowell Assembly is opposed to the present visitation policy of the University. We ask that the situation be reviewed leading to a substantial change in the rules. We further ask that the final decision be left to each floor of each house within the maximum hours established Following passage of the resolution this speech was made:

"When there is an issue on this campus, two forms of direct action are acceptable—one, circulate a petition—two, form a committee. The outcome of everyone of these issues has been—NOTHING. The epitome is the present issue. The statements of Raphael et al (referring to remarks made by Larry Raphael, Marica Ehrenberg and others about the position of the Chancellor and administration about the present policy) have shown, events of the past two years have shown, the Chancellor has stated, that there is no discussion in regards to the matter of intervisitation. The attitude of the students at this meeting is ridiculous. After being slapped in the face for two years with the fact that the administration considers the matter closed, not subject to debate or committee action. There is still an asinine disucssion going on, motions for committees to be formed, resolutions to be passed. If this body is truly concerned with the issue it seems that it would be willing to take some form of action or protest. However, since, for the past two years, it has been content to squawk at irregular intervals like disturbed chickens, it obviously is not. It seems that the issue is one of personal control of personal affairs, as opposed to institutional, administrative control over these affairs. Obviously, if one doesn't care to have institutional control on this campus, one can move off campus. That is not the idea of the Santa Cruz myth, which has as one of its facets the ideal of a residential college. It is either time to work to make this myth workable, or abandon it. From the statements of the administration, the myth has been abandoned, at least by them. It is now time to stop fooling around and decide whether we are interested tn the issue, personal control over personal affairs, and willing to take some form of action to support our interest or if we are, as we have been or the past two years, speaking to hear the sound of our own voices."

The speech was greeted with some applause.

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UCSC To Host Regents' Meeting For May

Students Launch Campaign to Gain Intervisitation

This week a group of discontented students initiated a campus-wide campaign to persuade Chancellor McHenry to liberalize the present intervisitation rules. The campaign consists of a three-pronged attack: a student questionnaire and student assembly proposals, a faculty recommendation for change from the Academic Senate, and a recommendation from the Student Affairs Committee and further recommendations from the administration. The The efforts of each group will be presented to the Chancellor the week after the Academic Senate meeting May 31.

Questionnaires

Each questionnaire with the personal opinion of the student will be loaned to the Chancellor for his perusal. With two-thirds of the questionnaires in, over 95% want the present rules to be changed. The following are the proposals of the Cowell and Stevenson Assemblies:

Student Support

"The Cowell Assembly stands opposed to the current visitation policy of the University of California, Santa Cruz. We ask that the situation be revised leading to a substantial change in the rules. We further ask that the final consideration be left up to each floor of each house within the hours established."

"It is the opinion of the students of Stevenson College that the present rule restricting intervisitation should be modified. Our proposal is to extend intervisitation to individual rooms with the student prerogative of a closed door. The hours should be from noon to midnight Sunday through Thursday and from noon to 2:00 a.m. Friday and Saturday. Within these limits intervisitation should be a matter of floor policy, to be decided according to the present procedure now employed in each house."

The Executive Committee of Stevenson has discussed the proposal and is unofficially in favor of it. All faculty are being made aware of the issue and those who back the students will give them maximum support at the Academic Senate. The students have the guarantee that intervisitation will be on the agenda of the May 31 meeting.

Faculty Support

The Committee on Colleges has met and recommended a proposal for the liberalization of intervisitation to the Academic Senate and is now thoroughly reviewing the issue in preparation for the Academic Senate meeting. The Students for Intervisitation Committee will present their proposal to the Student Affairs Council which is directly responsible to the Chancellor.

All legal means of persuading the Chancellor are now being pursued.

Next Thursday and Friday, the 18th and 19th of May, the Santa Cruz campus will host the Board of Regents of the University of California for their monthly meeting. The Regents will meet in the Cowell College library to transact business for Santa Cruz and the other Campuses of the university. Following a *new plan* for their monthly meetings, they will reserve one entire day in the two day session for affairs of the host campus.

Thursday

On Thursday, an open meeting on business for other campuses will begin at 9:30 a.m. and will continue throughout the day. The Regents will dine at seven o'clock in the evening with about fifty faculty members in the new University House beyond the library.

A major item on Thursday's agenda is a final report and fare-well from Mr. Elmo Morgan, the vice-president of University-wide Physical planning. He is *going on leave* to work for the Department of the Interior.

Friday

The entire Friday session will deal with affairs of the Santa Cruz campus. After an open meeting from nine until ten-thirty a.m., the board will reconvene for the rest of the day in a closed "executive session" with Chancellor Dean McHenry. Around noon they will have lunch with twenty to thirty student leaders who have been recommended by the Provosts and selected by the Chancellor.

The two major business items for the Santa Cruz campus concern the building program. Designs for the Performing Arts Building will be submitted for approval by the board and the advancement of funds for construction work at Crown College will be discussed.

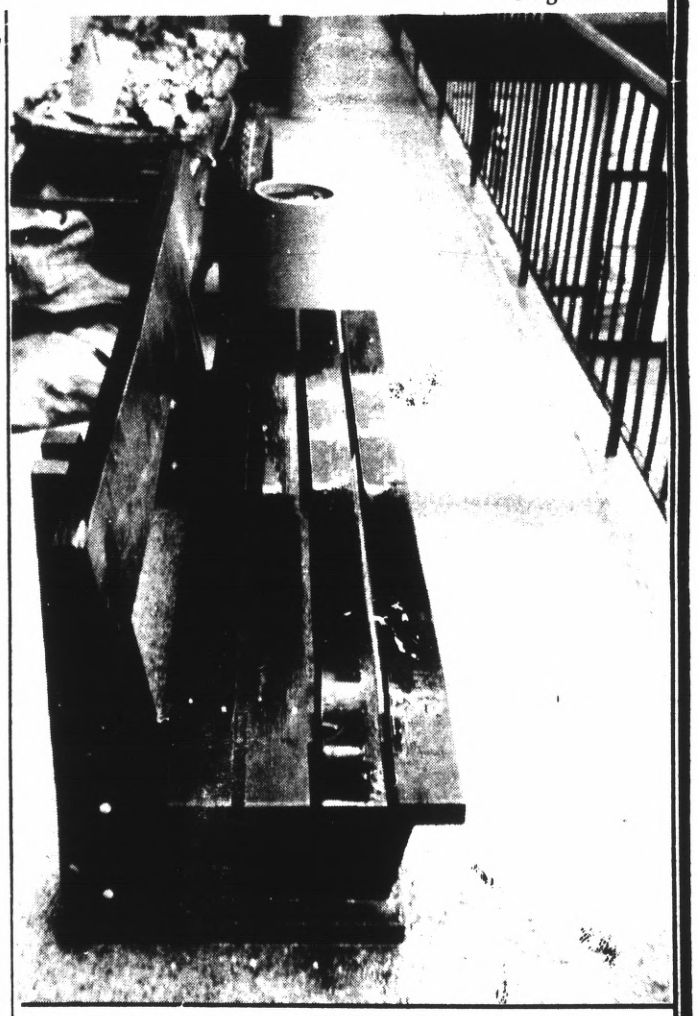
Mr. Bruce Lane reported that the proposed performing arts building would serve the entire campus community. It would house facilities for the performing and visual arts such as rooms for music practice and out rooms for art work. Featured in the plans is a 500 seat auditorium designed with a "thrust-stage". The "thrust-stage" has no proscenium arch or curtain and is similar to the stage used in the university production of "Twelfth Night". Behind the "thrust-stage" facilities for a typical "Rennaisance" stage with proscenium and curtain are included.

A concert-lecture hall acoustically fitted for musical presentations would seat an additional 250 people. (This is about the same size as the lecture hall in Natural Sciences 3).

The architect for the building is Ralph Rapson of Minneapolis, Minnesota. He also designed the Tyrone Guthrie Theater there with a "thrust stage".

Mr. Lane estimated that the Performing Arts Building would cost $1,800,000 to build. If plans are approved it could be in operation by the fall of 1970.

If funds are advanced by the Regents, Crown College will use them to finance a number of its facilities. These include the preceptor apartments with college guest rooms and the Crown College library, a conference room and the Faculty Common Room.



Vigil To Voice UCSC Opinions Over the Tuition and Budget Proposals

On Thursday, May 18th, preceding the afternoon meeting of the University of California Board of Regents, there will be a silent demonstration in the quad outside the Cowell Library. The vigil will protest tuition proposals and university budget cuts. A mimeographed statement will be distributed to students and to the Regents. Zack Wasserman, who organized the demonstration made the following comment: "I hope that as many people as possible will turn out. We hope to remind the Regents that the impact of a tuition will be shown not only in statics but will make it harder for everyone to go to school and make it too hard for some. We wish to make it very clear to both the students and the Regents that the demonstration is to express our concern only about tuition and budget and not about any of the other important issues which might concern the Regents and the Governor."

Tuition Discussion

Discussions of tuition proposals by the Regents have been deferred until their July meeting. At that time, information from a study on tuition by the Educational Testing service will be available.

Students Assail Change of Grading in Government

by MARK GOLDOWITZ

Unexpectedly vehement student protest caused the Government Board of Studies to call a meeting this past Tuesday evening for both faculty and students to discuss the Board's action last week in requiring all Government majors to receive A-F grades in the seven required upper-division Government courses. All the members of the Board were present, and they discussed the issues involved in their action for over two hours with some 30-40 highly /charged and emotional students.

Glenn Willson, Convener of the Board, explained that the Statewide Academic Senate last year passed legislation to allow our campus to try the pass-fail system, or whether it would require A-F grades for required upper-division courses in the major.

Until last week's action by the Government Board, the grades option had only been picked up by Mathematics, and Biology, all in the Division of Natural Sciences. The addition of Government to this list, as the first field in the Humanities or Social Sciences to, "go grades" was seen by many students as the first step toward a total return to the conventional A-F grading system.

Bruce Larkin and Ray Nichols then explained the basic reasons for the Board's abtion. It is generally agreed, they said, that the pass-fail system, now in its second year, has worked fairly well *internally*.

The only important internal problem, Larkin said, was the awarding of a "fail" to students who would (in a conventional grading system) be getting a "D". Although a failing grade at Santa Cruz has a different meaning than a failing grade at other institutions, neither employers nor graduate school admissions committees are likely to recognize and take into account that difference.

Nichols stressed that the major reason for the policy change was *external*. The Board fears that a straight pass-fail system will harm the chances of capable students for getting into good graduate schools. Larkin noted that no solidly reliable and meaningful satistical evidence is available to determine the impact of the pass-fail system upon the admissions and rejections to graduate schools of Santa Cruz Seniors; and indeed, because of the complex variables involved, reliable statistical data on this relation may be impossible to get.

At this point, one student indignantly asked why the Board instituted grades if 1) it felt pass-fail worked well internally and 2) there was no way of knowing what impact it has on graduate school admissions.

Larkin and Nichols replied that, although statistically meaningful data is not available, the Board members have been able to piece together a general idea of the impact of the pass-fail system on graduate school admissions. The Government faculty largely feels, they said, that on the basis of 1) talking and corresponding with graduate school admissions deans and committee members, 2) analyzing how this year's Seniors fared in their attempts to gain admission to graduate schools, and 3) trying to delve into the mental processes of admissions committees—on this basis, there is strong reason to believe that a significant number of admissions committees react unfavorably toward applicants with a straight pass-fail record.

Some students questioned be value that greades in seven out of 36 courses would have in helping solve this problem. The faculty responded that those seven courses—by their very nature, as upper division courses in the student's major—are the ones that grad schools look

continued p. 4



grades..from p.3

at most closely, and that thus if there were A-F grades in those courses, there would be a good chance that the grad schools not look so suspiciously at the pass-fail grades. One student complained that the Board was beginning a trend to "sweep out the whole system." Nichols replied that 7/36ths was "a very small broom." The student persisted: "If the broom is so small, how is it going to do any good?" Nichols' revision; "A small, *crucially-placed* broom." That is, of course, the seven key courses, the crucially-placed courses, would be the ones thaz the broom touched.

Several students also stressed their preference for written evaluations, since they tell so much more (usually) than grades. But the Government instructors all stressed that evaluations will still be written, along with the grades. They also stressed that while other instructors at other institutions may pervert A-F grades by grading on a curve, none of the Government instructors do or will.

Convener Willson closed the meeting by noting that the Government instructors present had all indicated their appreciation for the arguments advanced by the students, particularly the last three, and he said that the Board will again consider its action, especially in light of some of the problems which the students had brought up.

Although no one can predict what action (if any) the Board will take—completely reversing itself, exempting next year's Seniors from the regulation, or standing pat—two things do seem clear: that the members of the Board did not expect and were not ready for either the vehement emotiona opposition which materialized or the students' counter-arguments, and that the course of the Tuesday evening meeting weighs heavily on their minds as they consider once again the question of pass-fail.

amidst the tumult

Inside, Looking Out

zachary sklar

Isn't college a lovely place? Especially the city on a hill. How many other colleges can claim to be self-sufficient, beautiful little communities living on the masses, above the dirt, above the grime, above the foul odors, above the worldly problems?

Yes, Santa Cruz is really it—modern academia, first class, without the ivy-covered walls because that isn't what an up-to-date, progressive, flourishing utopia should look like. It is very easy to tell that we are nearing the ultimate in self-sufficiency. The sure indicator is the way we deal with, if I may use the dreaded expression, "outsiders."

On a minor level we've set up a kiosk to discourage the rabble from entering paradise. Those bearing fruits for the university—money and gifts—may pass and we welcome them with open arms. But deep in our hearts we know that one day we won't need "them" or their money and then our kiosk will grow and grow until it blocks the road off completely and no one, not even rich industrialists who are concerned with the progress of this fine nation's colleges, will be able to enter paradise unless he has a helicopter (that is, until we get a dome built over the campus).

Outsiders out

These, of course, are just dreams of the future. But I am pleased to report that Santa Cruz is making great headway towards its ultimate goal of independent statehood. At the beginning of the year things didn't look too good with outsiders like Bishop Pike and Allen Ginsberg and James Reston invading the city on a hill. Now, however, we have finally gotten wise and have realized that these people from the outside world are really quite a bother.

Let me be the first to congratulate the student body on its dreadful reception of outsiders last week. When representatives from the American Conservatory Theatre stormed in here trying to wreck our paradise, we froze them out by having only a handful of people go to hear them. No matter that they are from one of America's best repertory theatres. Remember, they're just outsiders.

Courage scorned

But even better was the way Carl Braden, executive director of the Southern Conference Educational Fund, was neglected. No matter that he is a courageous leader in the civil rights struggle, no matter that he is a white Southerner trying to unite poor whites and Negroes against the power structure of the South, no matter that he has been to jail several times for his actions, no matter that he knows from experience what most college professors know only from books. Nope, these things don't matter so long as Carl Braden is an outsider. Congratulations to Santa Cruz. Ten people showed up to hear him.

It's understandable, though. It's not as if he were a professor or anything. People go to college nights, you know, because so many of them have speakers from the academic world. If we aren't fortunate enough to get a speaker from another college, we always manage to dig one up from the limestone depths of the city on a hill. How very well-educated and well-published we all are!

So be happy, for godsakes. Can't you see we are making rapid progress towards that day when we won't have to listen to anyone without a PhD?

Isn't it nice that we are getting there, that we are forgetting the outside world, that we don't even care what's going on in the non-academic world anymore? Isn't it nice that we are such a nice college community—the city on a hill?

Or is it?

Happenings

FRIDAY, MAY 12

Physics Seminar. Dr. William Bridges from Hughes Research, Malibu, "On Lasers," NS 125, 3 p.m.

Spring Thing Talent Show. Stev. Dining Room, 50¢ Students and Staff, 7:30p.m.

SATURDAY, MAY 13

Spring Thing Play. "The Roar of the Greaspaint and the Smell of the Crowd," Stev. Dining Room, 7:30 p.m., $1.75 includes meal.

SUNDAY, MAY 14

Concert. William Read at the harpsichord and William Van den berg on the cello, Stev. Dining Room, 2:30 p.m.

Film. "Rashomon," Films '67, NS 3, 8 p.m., 50¢

Dance. The Jefferson Airplane, Cocoanut Grove, 9 p.m. to 1 a.m., $3

MONDAY, MAY 15

Stevenson Fellows Night. Speaker: Mark Maneall, Prof. of History, Stanford University, Stev. Dining Room, 6 p.m. $1.15

TUESDAY, MAY 16

Concert-Recital. William Read, 7:30 p.m., 4th Floor Library

Psychology 171 Class Movie. "The Forgotten Village," NS 1, 7:30 p.m.

WEDNESDAY, MAY 17

Inaugural Lectures. S. B. Puknat, Prof. of German Literature, "Literature and Theology: A Comment on Goethe's Faust," NS 1, 8 p.m.

THURSDAY, MAY 18

Cowell College Night. Speaker: Fr. Wildiers, Roman Catholic priest discussing "Teilhard de Chardin," Cow. Dining Room, 6 p.m., $1.15

FRIDAY, MAY 19

Lecture. Dr. Aron Gurwitisch, Prof. of Philosophy, University of New York, "The Life-World," NS 1, 2 p.m.

University Theater. "Marat/Sade," NS, 75¢ UCSC Students, Faculty and Staff, $1.50 Public, 8 p.m.

SATURDAY, MAY 20

University Theater. "Marat/Sade," see above.

Film. "Help!" with the Beatles, Stev. Movie Guild, NS 3, 50¢, 7:15 and 9:30 p.m.

SUNDAY, MAY 21

Film. "The Hustler," Films '67, NS 3, 50¢, 8 p.m.

University Theater. "Marat/Sade," see above.

Field Trip. Point Lobos, sponsored by the Geography Society, 8 a.m. to 4 p.m., bus from Stevenson, sign up in dinnerline, call Mr. Shaffer, ext. 357, or Kass George, ext. 75 for more information.

WEDNESDAY, MAY 24 AND THURSDAY, MAY 25

Film of "Romeo and Juliet." Royal Ballet Co. of London, Del Mar Theater, Santa Cruz, tickets at ext. 558, $1, $1 for UCSC community, 2:30 and 8:30 p.m., stars Margot Fonteyn and Rudolf Nureyev.

SUNDAY, MAY 28

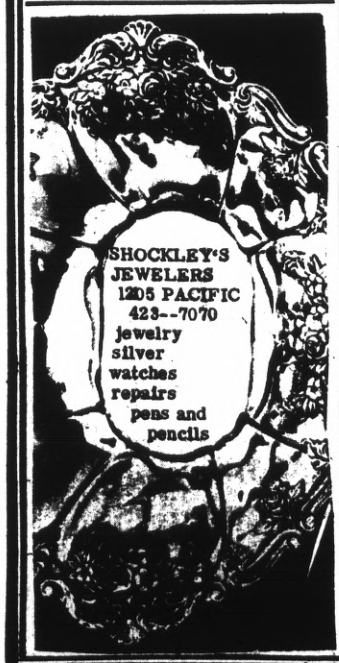
Philadelphia Symphony Orchestra conducted by Eugene Ormandy. Stanford University, 4:30 p.m., tickets for unreserved seats $3, regular tickets $5.50 reserved, $4 unreserved, $3 on the grass, CAL office, ext. 558, DEADLINE MAY 18, bus to Stanford $1, leaves Cowell Gatehouse at 2 p.m.

"Spring Balloon"

The College Affairs Committee has decided, after discarding a Southern plantation theme, to call the forthcoming formal dance honoring the senior class "The Spring Balloon." The dance will be held on May 29th in the Cowell dining hall from 9 p.m. to 1 a.m.; just before the dance, at 8, there will be a reception on the Cowell Patio. Dress may be either formal or semi-formal; bids will be four dollars a couple. The committee has not yet selected an orchestra. If you wish to help with the preparations for the dance, contact Bernie Weigand at ext. 52.

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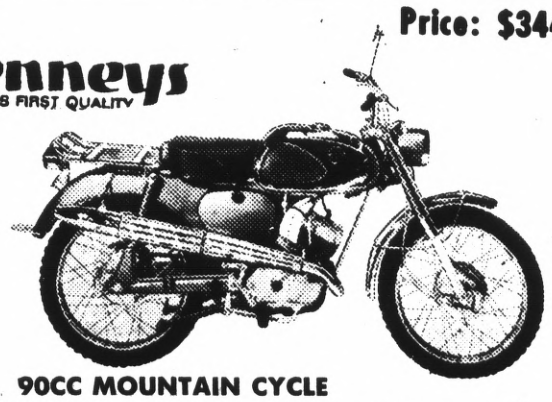
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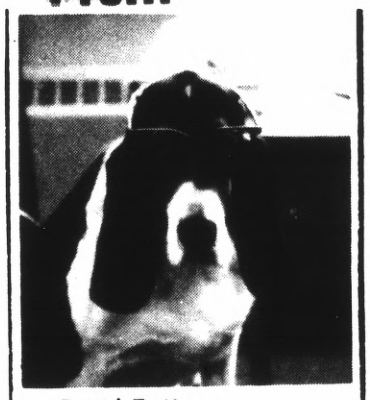
PROFS DEBATE PASS-FAIL

Pro...

by David E. Kaun

In one important sense, it is sad that the issue of pass-fail (pf) should be debated formally at this time. It is my impression that there was considerable debate prior to adoption of this system, that it was recognized as an innovation, and that once adopted the system would have some period of trial. I have been on campus less than a year and have been asked to consider dumping pf. Admittedly, if it could be shown that pf was causing widespread chaos, that pregnancy was at an all time high due to frustration with pf, that graduate schools were returning Santa Cruz applications unopened,

continued on page 8



David E. Kaun
Professor of Economics

by Bruce D. Larkin

The following is a personal comment on the Santa Cruz grading system:

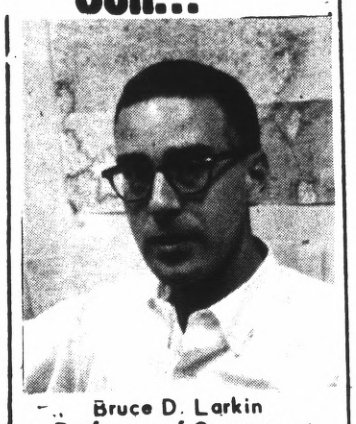
Choice of a grading system is not a question of reaction vs. progress, or paternalism vs. freedom, or Establishment vs. the Disestablished. Critics of the choice exercised by the Board of Studies in Government, in attempting to label the Board's action, are evading the real questions. The real questions are these: what would we like a grading system to do? how well do alternate possible systems accomplish our wishes?

Let us be very clear what the Board decided: It elected to give A-B-C-D-F grade to government majors in upper - division government courses required for the major.

And let us be clear what it did not decide. It did not decide to abandon evaluations; it cannot; moreover, there were explicit references to the value of evaluations and the necessity to safeguard their continued use. It did not make a concession to draft boards; it could not; no grade point average can be generated from a student's record. The Board's action will touch seven of the thirty-six courses a student takes at Santa Cruz, leaving twenty-nine to be graded Pass-Fail.

(Continued on page 6)

Con...



Bruce D. Larkin
Professor of Government

MARINER

Vol 1 Friday, May 12, 1967 No 2

Saga Food Regarded As Pot-luck

by Bob Lynch

(The following article was written by a concerned student prior to the announcement that SAGA Foods had been under-bid by SLATER Foods and would no longer be managing the cafeteria system. Nevertheless, the article shows the response of one student to the food service by SAGA over the last two years.)

"The SAGA dietician works out menus for meals so a balanced diet is primarily a matter of selection. Complaints about food here are no more or no less than any other place."

Chancellor Dean E. McHenry
from an interview
December 14, 1966

To begin with, comparing the complaints about SAGA foods with the frequency of complaints about other food services is a very weak argument indeed. An argument like this conveniently ignores the more important factors involved in meals. By this I mean taste and nutrition. These two factors, especially the latter, are the only bases on which the food service should be discussed and on both points SAGA has failed with rather disgusting consistency.

I do not think that the taste of SAGA food is the cause of as much argument as it is agreement. As one student put it: "It's thoroughly miserable." Descriptions ran all the way from describing the mashed potatoes as a "mountain of library paste" to the calling of cake "dried and coagulated flour with a roach powder bottom." I have personally viewed students gag on hamburgers that could best be identified as rotten horse meat. There is one evening that I particularly remember when a rather too green broccoli dish was served that was actually almost impossible to chew.

It is certainly true that there is a dietician that plans meals. But to say that these meals are nutritionally balanced is an absolute lie. First of all this dietician uses tables in which nutritional content is determined by certain methods of preparation. Main dishes cooked and served in grease, a hamburger fried to the point that it crumbles when cut, mashed potatoes with harmful toxins, and vegetables that have been boiled to death and then plasticized by more toxins are simply outside of the realm of healthfood food preparation.

Furthermore, this causes a direct reaction within the students and few teachers who eat there in terms of other difficulties. There has been and still is within the student body a high incidence of diarrhea accompanied in some cases by chronic chapped lips. This is being brought on by a deficiency of vitamin B6 in the food presented. For those who consume more fats, that is, for those who go back for seconds on the main dish, there is the choice of constipation and pimples. In the case of diarrhea, the problem of receiving an imperfect nutritional balance is multiplied considerably because the meals go by so quickly that it is impossible to absorb much of what has been ingested.

I suppose that it would be possible to balance off the two sides somewhat by accepting pimples and a fluctuating regularity but any such attempt would be, if I might take the liberty to say so, pot luck.

I can add here that not a single student out of the twenty I interviewed failed to make some mention of at least one of these as problems relating to him personally and to his friends.

Secondly, the presentation of these meals is such that it is often difficult to even find a balanced meal or necessary to return for fifths in order to get enough of a given nutrient, such as the protein offered by a bacon and tomato sandwich or bread-fried fat. The typical SAGA meal presentation, as I accuse its planners to be consciously aware of, is based on the fact that the students should be filled up as quickly and as cheaply as possible. This is accomplished very nicely by mashed potatoes, volumnous quantities of cake and pie, and a dislike on the part of many students for going back for seconds because of the food's taste.

And here is the real crime of SAGA. This food service, as it is so conveniently masqueraded, is a corporation concerned with maximization of profits and not the needs of the students. Its costs will be cut wherever possible and in more personal terms you'll get the cheapest food that they can get away with serving. Who is responsible for making sure that SAGA serves the students a decent meal? A Chancellor and other planners

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Semi-formal Planned

On May 29, the Monday directly preceeding Memorial Day, there will be held in the Cowell college dining hall a semi - formal dance. The dance, to be held in honor of the graduating seniors, is sponsored by both Stevenson and Cowell colleges. The planning stages of the dance are already well under way, and a dance band is presently being considered to provide the musical interlude.

Anyone who might be interested in helping with decorations, or on one of the other dance committees, please contact either Bernie Weigand at Ext. 52 (Cowell), or Craig Michalak at Ext. 59 (Stevenson).

Bay Tree Bookstore Lacks Browse Appeal

by Greg Ward

Why isn't the bookstore open on Saturday? Perhaps a better questions would be why the store is open more than six weeks a year since all sales occur during the first two weeks of each quarter. But, returning to the first question, Mrs. Jayne French, manager of the Bay Tree, stated that there are not enough employees to work Saturdays. The bookstore currently employs five workers. Where? That too is a good question. There are usually two manning the never flowing lines to the cash registers and one wandering around the bookstore as if she were looking for something she lost. The others, presumably, control the secretarial and clerical duties. It seems, however, that this entire crew need not be present on Saturday. Only one employee, even a work-study student, would be needed to open the store and handle the sale of books. Lowering the number of employees during the week and perhaps replacing them with work-study students would also seem a step in the right direction.

Associated with the problem of space (Mariner April 14) is the perhaps too-obvious problem of correctly stocking the store. It seems apparent that the store does not have the "browse appeal" conducive to large sales. Even if the store were to open Saturdays, the times when the patrons outnumber the employees would be rare. This problem seems to go beyond the problem of space and to deal primarily with views as to the "correct" use of available space. This use should involve decreasing the sweatshirt space and increasing the supply of books for general reading.

The selection of non-curricular books, stated Mrs. French, is made by the faculty Library Committee and by the bookstore employees. It seems that it is primarily the latter, however, for Professor Akira Iriye, chairman of the Library Committee, replied, "We have nothing to do with it (selection of general reading)." Professor Iriye stated that the primary concern of the committee is the Library and they have not even discussed the bookstore this year.

The selection by the employees, pointed out the store manager, is not entirely a haphazard one, for the store receives information from the National Association of College stores. Besides, there always remains the infamous "special order" through which any book can be obtained after a highly variable two to four weeks. This service, however will not replace the convenience found at a store well-stocked in quality as well as quantity.

In the event that a better selection of non-curricular books is offered, it may prove beneficial to introduce the already "taboo" concept of a student discount. The increased sales of books which would arise would offset the slight loss in profit on each book. This move would add considerably to the "browse appeal" perhaps at the expense of the rather well-equipped bookstores downtown.

At the risk of appearing to adhere to the "long range" doctrine currently the rage here at Santa Cruz, it should be suggested that the possibility of replacing eventual profit with a student discount be considered. Is it really necessary that the store make a profit? Rather than putting the money into other funds, why not allow a student to buy into a bookstore co-op for a dollar and receive a ten percent discount? In fact, does the store even have to be self-supporting? Books are the heart of the educational process and the costs could be borne by the university.

Another means of stimulating sales would be to provide for a paperback exchange. The bookstore could buy and sell paperbacks at practically zero profit in order to lure customers into the store. This "exchange" would require only browse space, (the terrace outside

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IGINAL DEFECTIVE

Santa Cruz Fairy Tales

by Jeff Miller

And now children, its time for the story about Sir Don Cooper and how he slew the dreadful Torres.

After slashing their way through the tall thicket of Bureaucratic brambles, Sir Cooper and his faithful squire Leonard Sanchez at last came to a clearing.

"Alas!" cried Sir Cooper, "What animal is this that lies before us, munching on tortilla weeds?"

"Fear not, Master," replied Leonard Sanchez, "It is only the Torres beast. He has hurt no one so far and is happy just lying there beneath the Mustang trees, eating tortilla and taco weeds."

"But he looks fearful to me," cried Sir Cooper, stroking his mustache, "I had better desptroy him before he kills our defenseless peasants."

With that, he drew out his sword and proceeded toward the Torres monster.

"I beg of you, fair Master, do not attack the Torres monster or you are likely to arouse the other ANIMALS and they might attack you," pleaded the worthy Sanchez.

But Sir Cooper did not heed the words of his faithful servant and leveling his sword he proceeded to cut and slice up the Torres until only scattered pieces remained.

"Fear not loyal Sanchez!" proclaimed Sir Cooper, "I have at last killed the Torres and have saved our village from the frightful monster."

But by this time, the other animals had awakened and, startled by the noise, came to the clearing. Seeing Sir Cooper in the open, they sprang from all sides, but Sir Cooper, waving and brandishing his sword, continued to cut and slash until even the most ferocious of the Animals was slain. Then, sheathing his sword, he boasted, "Behold! I have saved our village once again. Follow me, Sanchez," And with that, Sir Cooper and his faithful companion Leonard Sanchez proceeded once again into the Bureaucratic brambles in search of the mighty Student Council Dragon.

Well kids, we have time for one more fairy tale about farmer McHenry's magic weed field.

Once upon a time there was the most beautiful peaceful forest on a hill. And next to the forest was farmer McHenry's pasture. Farmer McHenry had once upon a time built a strong barbed-wire fence to keep the animals, especially the deer, from overrunning his land. But through the years the fence rusted and was trampled down, especially on one side of a huge weed field. But these weren't ordinary weeds, they were thick, white stout weeds that glistened in the moonlight.

First the young bucks ventured out from their protective place in the forest into the stout weed field. Later the does and fawns came too. The deer ate and ate the tall weeds. No longer did they have to eat the scrub grass of the forest. The deer continued eating all summer.

More and more deer came, and they gradually became more and more brave, moving farther and farther out from the forest. The grass, though did strange things to the deer.. It made them prance about, stare at their hoofs, and act silly,

The birds, however, were more cautious and remained in the secure place in the forest. But as the autumn came, so did the hunting season. The deer were so busy eating grass and getting silly, though, that they forgot about their enemy, the hunter. Well, the hunters came in force and began killing the deer. Hundreds of them died. The rest of the deer tried to return to the forest but they couldn't live off the scrub grass since their stomachs had been bloated by the thick white weeds.

The forest now was bustling with hunters and wounded deer. The clatter of guns and the tramping of hoofs and feet frightened the birds and fearing for their lives, too, the birds flew away one day -- and never came back.

Quit your crying, dammit! It's only a fairy tale!

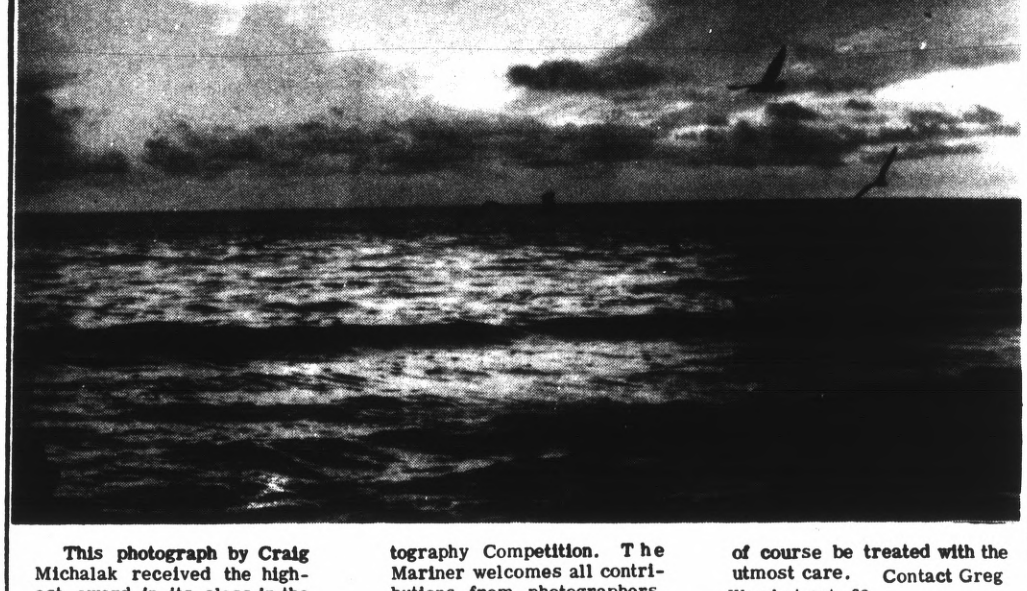
Saga Con't.

who, with little exception, don't even eat there. Under the auspices of a university contract SAGA continues to commit the students of this campus to a farce that is called a balanced diet. There was not a single student interviewed who did not complain at least about the food's taste and in most cases the nutritional value was questioned.

For those living on campus who must pay their meal costs if they want a room, SAGA is a problem that must be faced three times a day. This food corporation is only going to listen to the students when it is responsible to them for the food that it produces. The contract for food services must be effectively controlled by students or at least an administration with student interest in mind. The problem is too important to be covered up by a line as greasy as the food.



Sue Fogden, while visiting from England, photographed this elephant seal pup on Año Nuevo Island, about twenty-six miles up the coast from Santa Cruz. She and Evelyn Fairburn of Stevenson College spent almost a month studying the seals. Dr. Richard Peterson, a member of the Biology faculty here at UCSC, is currently making detailed investigations of these animals.



This photograph by Craig Michalak received the highest award in its class in the 1966 Steven M. Chandler Photography Competition. The Mariner welcomes all contributions from photographers, whose prints or negatives will of course be treated with the utmost care. Contact Greg Ward at ext. 60

Letters to the Mariner

Pass-Fail

Editor:

The City on a Hill Press devoted a substantial part of its last issue to criticizing the Goverment Board for their abolition of the pass and fail system in courses for majors. It mentions that the central issue for the faculty is whether our graduates would be able to continue their studies in first-rate institutions. In the Press' opinion the students take the risk and therefore they should have been consulted. The Press believes presumably, that the students are willing to take this risk. I consider it enormously important that our students should not be handicapped in competion for places in graduate schools, nevertheless I concede the point. Since the problem of graduate schools is the best understood aspect of the issue, I will have nothing more to say about it. I agree that the evaluation system (for the purpose of the argument, here I equate it with the pass and fail system) should be judged on its own merits. At the outset I have to say that I am not disappointed in evaluations for I have never liked them. I believe that the virtues of the system are imaginary ones and that the system is based on incorrect assumptions.

I am most disturbed by the great pretensions of our present system. The instructor is expected to give his opinions on his students. How valid are these opinions, how much are they worth? Surely much less than the students imagine. It is a very difficult task to evaluate other people's work, but the evaluations contain even more than that. At times they provide character sketches, they tell the student what is wrong with his method of studying, etc. I'm, of course, happy to discuss with each individual student what I think of him and his work, but I object to putting this down as an evaluation. As one human being to another I have no compunctions about saying what I think. But when the same words appear on an official paper they acquire a weight which they do not deserve. In an official capacity I can rank order my students, put marks on their papers -- being as aware as anyone of the arbitrary nature of the grades -- but I cannot honestly say, for example, that the trouble with an individual is that he does not study enough. I have no way of knowing how much he has studied. I have no justification for saying anything more than how his work compares with the work of others, and this can be done far more easily by generally accepted symbols than by verbiage. I'm convinced that the conventional grading system while promising less delivers more.

The destruction of a well understood scale of symbols is a very serious loss. The instructors, to my mind quite naturally, continue to think in terms of grades. Now they use euphemisms. I have had numerous discussions with fellow faculty members whether an "outstanding" is better than an "excellent".

I cannot imagine the necessity of discussing which is a better grade an "A" or a "B". At present we write summary evaluations. For the sake of argument let us say I have to write a summary for a girl for whom one evaluation says "she is a nice girl. Pleasant to have her in class" and another, "She is not a nice girl and it is not pleasant to have her in class". Add the two, divide and see what happens.

For whom are we writing the evaluations? For the students? Certainly it would be easier and more tactful to talk to them. For graduate schools? for some official record? I think the graduate schools have no business knowing many of the thoughts which we express in evaluations. A bright student who does not work gets a B and a less talented bqt more diligent person also gets a B. In my opinion this should be the end of the matter. As it is, you will find on the evaluation of the less talented person that he is less talented and by this he is robbed of his achievment. Let us face it, everyone prefers a lazy but bright student. By taking away the anonymity of the B, one takes away the reward of hard work.

Does the present system really reduce anxiety? I see no sign of it. In fact, it does appear that when the only alternative to passing is failing, the possibility of failure enters the mind of students who would never have considered it before. In the conventional system a B student might worry about getting a B or a C-, now this student, prone to anxiety, is worried about whether he will pass the course or not -- a much more serious and at the same time much less reasonable worry.

The chief argument for the protagonists of our present system is that grading scales

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Mariner Reviews Sunday Film Series

by Bill Janecke

The Mariner, in keeping with its purpose of maintaining a cultural review of campus events, is continuing the series of Sunday night film reviews. It is hoped that the lack of currency of an occasional review will not preclude the conveyance of the development of cinematography and its thematic development. Presented below are "The Blue Angel," "A Nous la Liberte," and "The Treasure of the Sierra Madre."

An Uncivil Social Conscience

The Professor, Emil Jennings, caught in the "light of social conscience" during his first visit to the "Blue Angel," proclaimed that he had come to end the vice in which his students were participating. The problem, and one the professor could not face, was that what goes on under the glare of the lights is only a fraction of the "involvement" inherent within an environment. The beam of "proper" conscience penetrates and dazzles those in the background but it rapidly leaves as it follows the professor. Non-involvement is the tacit approval which makes business possible. What would happen if the light rested on you -- now? The people cringed and attempted to hide as the light passed over.

The professor's students were quick to pick up his inhibitions which were thus exposed. They confronted him with his love of Lola Lola, and the "unsavory" racket in which she participated. The students' collective conscience is a demand for reparation from the person who was destroying their game. The students and society continue blissfully, content with the firing of a "deviant" professor. Can any conscience withstand minute scrutiny when its purpose is to protect one from inspection?

Lola and the troup came back to the "Blue Angel" five years later, again the professor is spotlighted, but this time it is as he attempts to crow. His individual conscience, latent since his escape from the lights five years ago, is again activated. One feels the perfidity of humanity that allows the debacle of a man crowing while a magician pulls eggs from his sleeve and cracks them on the "cock's" head. The audience roars with laughter but the light shows the slimy and glistening egg sliding down, down. What gives man the right to individuality? Finally, a half-choked crow and a horrible expression. The individual conscience awakens. There is no group conscious, only a morbidity of the group. Jennings, now overwhelmed by the audience's acceptance of his humility, is himself mortally broken; he wheels and runs to find and strangle Lola Lola. But why strangle her? She only did what the audience wanted. The confusion wrought by Jennings shocks the audience, and they wonder about what they have seen. Again, in the final scene, the audience squirms as the spotlight passes over countless faces.

Humor in "the System"

René Clair preempted the field of sound movies with his comedy creations . "A Nous la Liberte," centered around the institutions mankind creates, was a humorous critique of the western economic system. Regimentation in the jail assembly line is extreme; the prisoners are watched closely while they follow whistled commands. This same means of control of the masses is exercised in the factory. There is absolute regimentatpon. One really feels the restrictions of the time clock called society.

But the question humorously posed by Clair is, what is success? Money seems to be frequently in the fore, always for purposes less than legitimate. What difference does money make? Not only does money seem to be immaterial but so does humanity, particularly in the assembly lines in the factory.

Humor, created by the pairing of opposites, was in a situational context. First Clair exposed the impersonal factory, then he followed a pair of gendarmes into a field where they arrested a peasant for idleness. Such parallels and contrasts as this, though humorous, were frightening in their reality.

Absurdity culminated in the innauguration of the new factory. It was completely automated; the employees were shown playing cards, fishing, and dancing. Inhumanity is absolute; there are only machines. Also, during the speech "Mr. Success," the one time prisoner and the founder of the industrial system, is proven to be an escaped criminal. He dedicates his entire enterprise to the dilligent workers prior to his arrest. However, as speeches continue a wind comes up and blows loose money through the crowd. The crowd breaks, forgetting all sense of human value, from the dedication ceremony in pursuit of the money.

Wealth?

What is the value of money; what does it really bring? asks director John Huston candidly in "The Treasure of the Sierra Madre."

Money, or in this case gold, cannot be an end; it can only be a means, and it is the capabilities of the possessors that determines which instrumentalities achieve which ends. Cunningly, the old man says, "Gold doesn't carry any weight; it just depends on the soul of who finds it." The parallels here with "A Nous la Liberte" are astounding, and this rendition is perhaps even more effective. Huston exqusitely plays the characters of his actors to bring depth to their roles. He also created tremendous reality through refinement of "role playing."

At a slightly deeper level is the question of life and its value. Is material wealth what makes one's life? Again the old man leads with the realization that being human is far more important than wealth. The Mexican "bandits" were willing to kill for a gun so that they could maintain their reign over the countryside. But the question that was never really answered seemed to be, is killing really necessary to life? The old-timer says he is most trustworthy because he can't get away but who is most honest -- he doesn't know. The implication then is that power, even death, is the ultimate sanction regardless of the presence of rules. The Mexican view of justice and the speed with which it is effected bring into serious question the "civilization" of any culture. It is this refinement of the entire celluloid media to an expressive whole that placed Huston far ahead of his times.

The real value of life is the humaneness and companionship it permits. Huston inquires into the vitality of life so powerfully that laughter in a sandstorm is seen as the old-timer's way of life. The prospector lives for life -- what it is and what he can do with it, not for the power a rich person can inhumanely wield.



photograph by Craig Michalak

More Letters

are harmful because students study for grades rather than for the "joy of learning". This opposition is false, for the two are obviously not mutually exclusive. I can well imagine that a student would work hard because he wants to get A's (or, for that matter, good evaluations) and at the same time enjoy his work, while another would care neither about grades nor about the pleasures of reading.

I can see one advantage to the pass and fail system; it enables some to take courses outside of their majors without the fear that a bad grade would harm their record. The pass-fail system in non-departmental coursed should be preserved

Peter Kenez

StudentGov't.

Editor:

The present controversy over the usefulness and the role of student government is limited by the reality of a student government whose powers are delegated by the administration; student government exists at the suffrage of the administration. Both parties to the controversy accept and act upon the fact that the powers of student government are unalterable and permanent. From this assumption, they proceed to differences over the usefulness of student government and therefore over the form of government As long as this assumption of limitation is held, then any form of government will indeed be superfluous and in fact an insult.

Most of us came to Santa Cruz because it offered something unique, a different, and we believed, a better system. The system is the major if not the sole attraction of this campus. A major part of the system is the pass-fail method of indicating performance. The pass-fail system now appears to be in grave danger. with the government department having already reverted to grades. Yet the students, who came here because of the system and therefore also because of pass-fail, who are the ones most affected by grading of whatever kind, were never formally consulted. The decision to revert to grades was made for students. On a matter of major importance to students, the student government was not approached; it is probable that no one even thought of consulting student government. I think this illustrates the irrelevancy of the controversy over the form of government now raging in Stevenson College.

The controversy is irrelevant because while form is important in applying power, the government at present has no power to apply. Therfore, the focus of controversy should be shifted to a relevant topic. Instead of fighting among each other, the factions should unite in an effort to obtain some meaningful power, power so that the students might have a share in deciding issues which affect them. In the example of grades mentioned, above, students should have had some formal part in the decision, because they are the ones most affected by the results.

As a side-effect, granting of meaningful power to students might well have the affect of reducing or eliminating student apathy. If as I suspect, apathy is a result of the fact that students know they have no real power anyway, then granting them power could very easily eliminate apathy, or at least reduce it.

I suggest then that students at Stevenson become excited over relevant issues, issues whose solution could affect very greatly the course of life here at U.C. S.C. While it is true that students will gain meaningful power only with great difficulty, it is equally true that the course of things will remain the same unless students gain power.

Are we dissatisfied enough with things as they are now to change them?

Clifford Davis

Appeal Lacking At Bookstore

continued from page 5

the store), and no employees would be needed except to wheel the books out in the morning and back into the store at night. If the prospect of buying non-salable books is a frightening one, a consignment system could be instituted where the original owner would be paid only when the bookstore sold the book.

The consignment system strikes at the heart of the arguments against used book sales in general -- that it is never known if the professor will use the same book year to year and that the store might have non-usable books in stock. The store could sell the used books at a small profit without using shelf space -- a notice that there are used books available could be placed next to a supply of new books on the shelves.

A type of used book sale is carried on, however, in that some of the book companies do buy back books at the end of each year. This transaction apparently takes place under the cloak of secrecy, for Mrs. French stated that the Bay Tree was buying back books last year, although many of the students here were unaware of these dealings.

These two articles have attempted to bring out some of the gross deficiencies of the bookstore. Any student who wishes to criticize the bookstore on a more personal basis should contact Donald Clark at the library or Professor Iriye at Stevenson College.

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Kaun Speaks Out On P-F

continued from page 5

or that faculty time spent on written evaluations was causing a serious decline in other scholarly publication, I would wish to reconsider pf immediately. None of the above seems to be taking place; and if for no other reason, we owe it to the innovators to give pf a more reasonable period of trial.

Since I have argued that pf has been around for too brief a period to make valid judgement based on fact, let me give my impressions of the system based on two grading periods. Pf seems far superior to A,B,C, etc., in every respect I can think of. These thoughts come to mind:

1. A reasonably thought out written evaluation -- and this does not necessarily mean full-page flowery prose -- gives me a much better idea of the student's performance in any given course than I can get from letter grades. It has been argued that the quality of the written evaluation is poor, and thus the basic element in the system breaks down. Quality of the written evaluation may be poor due to inexperience with writing them -- this will improve as we see other evaluations of higher quality, and as our writing abilities develop. It may be that poor quality is the result of faculty indifference. If this is true, and I think in the vast majority of cases it is not, then the letter grades should be equally suspect. Actually, pf may serve to overcome some faculty indifference to grading since the written evaluation is seen by several of our colleagues, and we all want our published material judged favorably by other faculty. Students are eager to read their evaluations, and this eagerness does not seem to be a function of the amount of praise contained in the evaluation. I think students also appreciate, and profit from a frank appraisal of their class work formalized in the grading process.

2. From a selfish point of view, I am happy to be freed of the following type of question: Should I give Mary an A-- or a B plus? If I give her a B plus I will have to explain to her why she didn't get an A--. But in all fairness, Billy, who got only a B plus wasn't far from Mary, and on and on..... My time is saved and so is the student's. It may be difficult for me to choose the proper wording for the written evaluations, but it is hardly the petty problem I have just described. There still remains in pf the often times unpleasant agonizing over a p vs. f.

The need to make explicit the basis for a student's failure may also reduce the "explanation" period which so often follows the awarding of an F.

Thus, pf eliminates most borderline grades and reduces the arbitrary, time consuming decision making that goes with letter grades.

3. Students should feel more at ease in upper division courses outside their major. There is no pressure etc .... except to pass the course. If standards are high, there can be no objection to this kind of pressure. The fact that students (who in general seem to be in favor of pf) claim that pf has not really reduced the feeling of competition may suggest that they too, like the faculty, are having a hard time breaking with the past on this issue. Habits and attitudes developed under years of intense competition for grades may linger at Santa Cruz. Under pf, students are only competing with themselves, and such favorable attributes as "tried hard," "interested", "serious" do come across in the written evaluation. They do not under letter grades.

In this present debate, an aspect often cited by those in favor of dumping pf is graduate school requirements. This seems to me to be largely a phoney issue. It is claimed that without letter grades graduate schools are unable to evaluate Santa Cruz students. Even if this statement were true I would argue that if pf seems to have major educational advantages we should keep it since the Santa Cruz ideal does not mean simply a high powered institution oriented toward professional (vocational) training. In this context, pf is terribly important, and its resolution one way or the other may give strong hints as to the overall direction we take in the near future.

All of this aside, I don't see how the absence of letter grades can be a serious disadvantage to the applicant to graduate school. At this early date, it does no good to cite the case of an individual having missed out on his top choice; I can cite a favorable example. The fact is, we don't have sufficient experience.

Graduate schools evaluate a variety of information, and at most good schools the grade point average of applicants is uniformly high, thus effectively eliminating grades as a variable. The basic reference material includes letters of recommendation and universal exams. Certainly all students at Santa Cruz who are contemplating graduate school should take the GRE. If what I have argued above is correct, the faculty here should be able to write very knowledgeable letters in support of applicants. I have heard it argued that letters from unknown Professor A. Schlemiel carry little weight with the prestigious graduate departments. If this is true, I can't see how an A in his course is of much value either. The fact is, however, that Santa Cruz has an outstanding faculty, as a reading of the catalog will confirm.

Good students here should not suffer any significant disadvantage in the input side of the academic market place. If there are any difficulties at all there are ways to aid in overcoming them. No doubt the composite evaluation can and will be improved in time. Our graduating seniors may require more advise in writing applications and choosing graduate schools. None of this requires reverting to letter grades.

The Mariner staff would like to express its gratitude to Provost Charles Page for his service and dedication to Stevenson College, without which the Mariner would not have been possible.

Larkin Defends Government Dept. Decision

continued from page 5

Why do I favor a change from the "straight" Pass-Fail adopted by the Board in 1965-66? I believe we adopted Pass-Fail out of a confusion about what we wanted to do, and in ignorance of some consequences of the system we created. I suspect that student views of Pass-Fail, as well as some faculty views, share today in these same confusions.

What were the goals? The principal objectives were (1) to prevent grade-grubbing among good students, (2) to overcome unproductive anxieties among all students, (3) to underscore the strengths and weaknesses of individual students (by not merging these in an artificial and uninformative numerical rendering) (4) to assist -- in furthering the last point -- acceptance of written evaluations, (5) to eliminate the "grade point average", judged by many to be a travesty, and (6) to encourage students to enter courses outside their fields of main proficiency so that they might develop their own inclinations. The chief argument against a Pass-Fail system was that bearers of Pass-Fail grades would be handicapped in graduate and professional school admissions.

I still adhere to the objectives declared sixteen months ago. But I have come to a number of observations which have led me to alter my commitment to "straight" Pass-Fail. First, there is a very special problem at Santa Cruz for the student whose work is not of passing quality, but elsewhere would receive a C- or a D. Students should be keenly aware of the fact that such students at Santa Cruz can only receive an F. And if such students are likely to go elsewhere, they carry with them an "F", the universal symbol of failure. Moreover, a grade of F can be overcome only by taking another course and getting a P; a student whose work was in the C- or D range might receive any number of C's and (by our present rules) one D without having to make up a course. For my own part, I should prefer some other option than giving an F in such cases.

Second, I believe the written evaluation is here to stay. Some instructors use it badly, others not at all, and for some courses the number of students is too large for us to expect that it should be used. But the merits of using evaluations wherever possible is, in my judgement, well-demonstrated. I do not expect to see a drop in the quality of evaluations in Government simply because of limited adoption of A-B-C-D-F grades.

Third, I find that neither the Pass-Fail option nor the choice permitted Boards for their majors in upper-division courses adequately protects the student who wants to sample outside his depth. On more than one occasion I have found it necessary to preamble an F given to such a student in my courses by a very precise statement that the student was doing work outside his major and put in a considerable effort. But the grade that was earned was an F -- and that is the grade he got.

Fourth, I despair at our being able to demonstrate one way or another the consequences of Pass-Fail grades for graduate school admissions. Admission is such an individual matter, and action by admissions committees so often based on criteria we can never judge, that we will never tell whether Pass-Fail helps or hurts our students. The only way we could judge that would be to submit to graduate school dossiers identical except for the manner in which grades were rendered, certainly an impossibility. My guess is that Pass-Fail grades will take a toll, not at the Eastern Grad Schools characterized in the Press cartoon, but at intermediate-quality institutions which feel themselves less immune from "professional" criticism. It is easy to dismiss this price to individuals by brave calls for "guts", but I hasten to suggest it may be someone else's guts which suffer.

Fifth, I am convinced that students must take some responsibility themselves simply by resisting grade-grubbing. There are, you know, evaluation-grubbers, and I suppose there always will be. The only protection against grubbing is in student refusal to grub.

Sixth, there is a certain amount of unproductive anxiety which Pass-Fail does not seem to allay. The existence of only two choices, to pass or fail, seems to provoke a most unreasonable fear of failure in many students who surely have the command to handle their material well. Perhaps a continuum of outcomes will ease this unreasonable fear. For others, who have good reason to fear C- or D work, it is certainly better to be able to give those grades.

Two further kinds of comments are in order. I have characterized one argument for Pass-Fail by attributing to its authors the idea that numerical rendering is "artificial and uninformative." I accept that argument myself, but only to an extent. I do believe that letter grades have taken on rather consistent meaning. There is evident difference between "good" and "poor" work; with some deference to individual variations in judgment, I am confident that different graders give similar grades to similar work. On the other hand, what we really want to know is why work is good or poor, what it reveals about the preparation and thought processes of its author, and no grade (even a Pass or Fail) tells that. But if one is conscious of this shortfall and attempts to overcome it by written evaluation and consultation, that fact is not an argument against letter grades.

A second kind of comment is to suggest some more radical options. They are of three kinds. One could, first make some changes in the present system which would help to overcome its faults. At some juncture "fail", for example, could be eliminated by a semantic change. Individual preference might be recognized by letting students choose whether they wished A-B-C-D-F or Pass-Fail grades in certain courses. Second, let us consider a scheme providing A-B-C grades but no grade at all for work not satisfactorily completed; written evaluations, as now; meeting language requirements by examination (with no penalty for not demonstrating competence); and the option of a choice. The third route -- and the only one which would satisfy many of the early proponents of Pass-Fail -- would be to do away with grades entirely. I do not advocate that, although I consider grades an encumbrance introducing noise into a process which is sufficiently uncertain already.

Under our present circumstances, two pressures work for maintenance of grades. One is that the university's total enrollment is restricted and, it is argued, there must be some way to exclude those who try and find that the peculiar experience of the university is not one they can fruitfully share. The second is that faculty, especially if they enjoy giving time to students who do care, don't want to be repeatedly obligated to students who don't care or who cannot make the best advantage of an experience at Santa Cruz. Of course, students could be asked not to re-register without our having grades, but would you consider that just?

Ideally, once we entered Santa Cruz we might stay as long as we wished. That is an attractive thought. I have a feeling, though, that the interesting people would go elsewhere, after a bit, leaving behind a comfortable but somewhat unstimulating residue. It is a shame that the simple issue of grades for majors in upper-division courses carries us to projections of that kind, which are tenuous and highly speculative, but I would assert that the university's very existence is a very fragile matter based on voluntary commitments of faculty and students which can readily be transferred elsewhere. But let me suggest one other consideration.

Only a portion of our life is "graded" here. While I believe there are reasons for grades (as long as university places are scarce and faculty seek the most stimulating company), the fact is that grades ought not be important. They should be a by-product of testing that can be justified as a worthwhile expenditure of time in learning. Certainly we should try to devise a grading system which best attains clearly-stated objectives, but at the same time we should maintain the mental reservation that grades are a means, not an end, and a rather messy means at that.

I am tempted to dissect Mr. Chatenever's column (28 April). We are not "fighting the narrow minds of draft boards and others for the right not to give grades." The Board in Government has not "capitulated" to anything. The Board has not cautioned any student "not to make waves -- not to disrupt the nice safe order." If Mr. Chatenever can advance some arguments for the option he prefers he might stand a chance of convincing us to follow his options. But sloganeering, misrepresentation and crude emotional appeals are simply that, nothing more, and their nature should be clear to us.

ORIGINAL DEFECTIVE



TO THE "SPRING THING" COMMITTEE: Day-to-day and week-to-week reports concerning your enterprise delight, excite, and sometimes alarm me (it seems that P. T. Barnum was an amateur). Along with everyone else, I eagerly await all of the Things, and wish you every success.

Charles H. Page

In case you might wonder...

....I was standing in Steff Miller and Bob Miners' room and said, "You know what this campus needs? A carnival." At this campus when you open your mouth you either produce or forget.

Initially there were four reasons why we established the SPRING THING. Without some kind of money-making event there would be no TUTORIAL.

The students could use a little kick the can.

With Berkeley over the hill and people including everyone from educators like Clark Kerr to our parents sharing a keen interest in our campus, we decided to extend the Santa Cruz idea to include a carnival. A special carnival. One in which not only the students, but the entire campus polis would be involved.

But we didn't stop there. With the existence elsewhere of confusion and suspicion between the young and the older generations, a carnival which involved the campus polis and the general community could only help to maintain the good feeling and close relationship which has already started in this town.

As I think of all those who have made the SPRING THING, an annual Thing, let me mention our thoughts for the future. Next year there will be a special emphasis on folk dance groups, artists, sculpture, and pottery. P.S. We will begin in the fall, not three months before the event.

mark brawerman

staff

bob miners	co-chairman
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SPRING THING

The Tutorial Project Speaks For Itself

When the Santa Cruz campus of the University of California opened in the fall of 1966 a group of students decided to begin a program to help economically disadvantaged children in the Santa Cruz area. The program was designed to foster a genuine interest in learning in the young child, as well as to give him a feeling of accomplishment. Reading, writing, and arithmetic were taught on a one-to-one basis. Each child selected for the Tutorial Project by a teacher in a Santa Cruz grammar school, was assigned to a college student who became a friend as well as tutor. Together, the tutor and student worked on art, music, or science projects of their own.

Every Saturday

The project took place on campus every Saturday morning. The children from the schools were provided transportation to and from the university, and were given lunch in the school dining hall before they returned home in the early afternoon. The money needed for the bus, food, books, paper, arts and crafts materials, and occasional field trips was raised by several benefit dances and similar activities, as well as contributions from parents, faculty, administration, and friends of the project. The student tutors and staff volunteered their time. Monies were matched with Regent's funds.

Summer Camp

A summer camp was operated for 90 youngsters in 1966. The camp was arranged in three week sessions of 30 children each, and was staffed by 14 U.C.S.C. students. Children were bussed to the campus in the morning for a day of tutoring, arts and crafts projects, hikes, sports activities, and field trips to such places as the Planetarium, the zoo, museums, and even the beach. The children developed new interests, learned new skills, and came to know the warm personal interest of an older person.

Further Growth

The second academic year of the university finds the Tutorial Project grown to 120 children, who are tutored each Saturday by 120 U.C.S.C. students. Activities of the Tutorial Project this year are like those of last year and the summer, which have already been described. The project continues to be manned entirely by volunteers, with funds being spent only to pay for the basic costs of the project, bus transportation, food, and materials. The money for the operation of the project this year, and for last summer's day camp were provided by the Economic Opportunity Commission, the local anti-poverty agency in the Santa Cruz–Watsonville area.

No Federal Funds

Federal funds are no longer available to the Tutorial Project for this summer's day camp or for next year's regular operation. This is due to the national cut in the War on Poverty spending. Consequently, if the project is to continue, funds must be raised by the students. The Spring Thing, a joyous weekend of fun, culture, and celebration, will combine a good time with a good cause. The future of the Tutorial Project depends on the success of the Spring Thing. A summer camp is in the planning stages, and a larger expanded program involving the new Crown College is also in the offing. All money raised by the Spring Thing will be matched by the Regents of the University of California on a 2 to 1 basis.

—Thomas A. Knight



gamesgamesgamesgamesgamesgamesgar

Fun and frolic will rule the day on Saturday, May 13, when UCSC students, faculty members, and employees take part in Game Day, part of the four-day SPRING THING. The day begins at 9:00 with a Forty-Niner Gold Rush in which students will hunt for gold nuggets scattered over an acre of ground between the colleges and the playing fields. Nuggets can be cashed in for paper money, which will be used for gambling all weekend. Open gambling, anywhere and any time with paper money will be held all weekend, and the most successful hustler, hustlers, house, or college will be rewarded with a case of cold, bubbly, liquid refreshment and other goodies. Money should be turned in for counting at either ticket booth by 5 p.m. Sunday.

Parade

A parade through the streets of downtown Santa Cruz will inaugurate festivities in the community. Beginning at 10:30, floats, bands, horses, and clowns will proceed down Walnut Avenue to Pacific, and then to the end of Pacific at Front Street. Buses will be provided for students wishing to attend the parade at 10:00 Saturday morning in the Stevenson College traffic circle.

Auction lunches

UCSC men's appetites and pocketbooks will be tantalized Saturday at 12:30 in the Stevenson Quad, as box lunches created by coeds will be auctioned. Girls will add their own touches to the basic materials which will be provided by the Saga Food Service, and William Shipley and David Marlowe, faculty members, will auction the final creations. Enthusiastic eaters can leave with a lunch and a woman, or lunches and women, depending on their fancies and finances.

Afternoon events

Games and contests for UCSC members begin at 2:00 with the start of an all-afternoon softball tournament. Men and women, young and old, are invited to play in the three-inning games, which will be run on the softball diamonds during the afternoon.

A Grand Prix bicycle race will be held on the campus roads at 2:00 for all interested athletes. Modeled after UC Riverside's race, the Grand Prix will begin at the Field House and circle Hagar Drive, East Peripheral Road, the two Colleges, and return to a flying finish at the Field House. All roads will be closed for the event. The cyclist with the healthiest pair of legs and lungs will be awarded his prize at the close of the race.

For those who love togetherness, a telephone booth stuffing contest will be staged on the playing fields. Equally hectic will be a boat sinking contest to be held in the campus swimming pool, with two-man teams attempting to sink each other's boats.

A featured event for artists will be a live "paint-in," in which participants will be allowed to cover themselves with paint, and then roll, slide, slip, and scramble in any fashion across a mammoth canvas spread on the field. P.S. the paint will be water-soluble.

The delicate touch is the key to winning the egg-tossing contest. Competitors will lob eggs back and forth across an ever-widening distance, and the last pair to keep an egg intact will be awarded a dinner for two (no eggs) at a Santa Cruz restaurant.

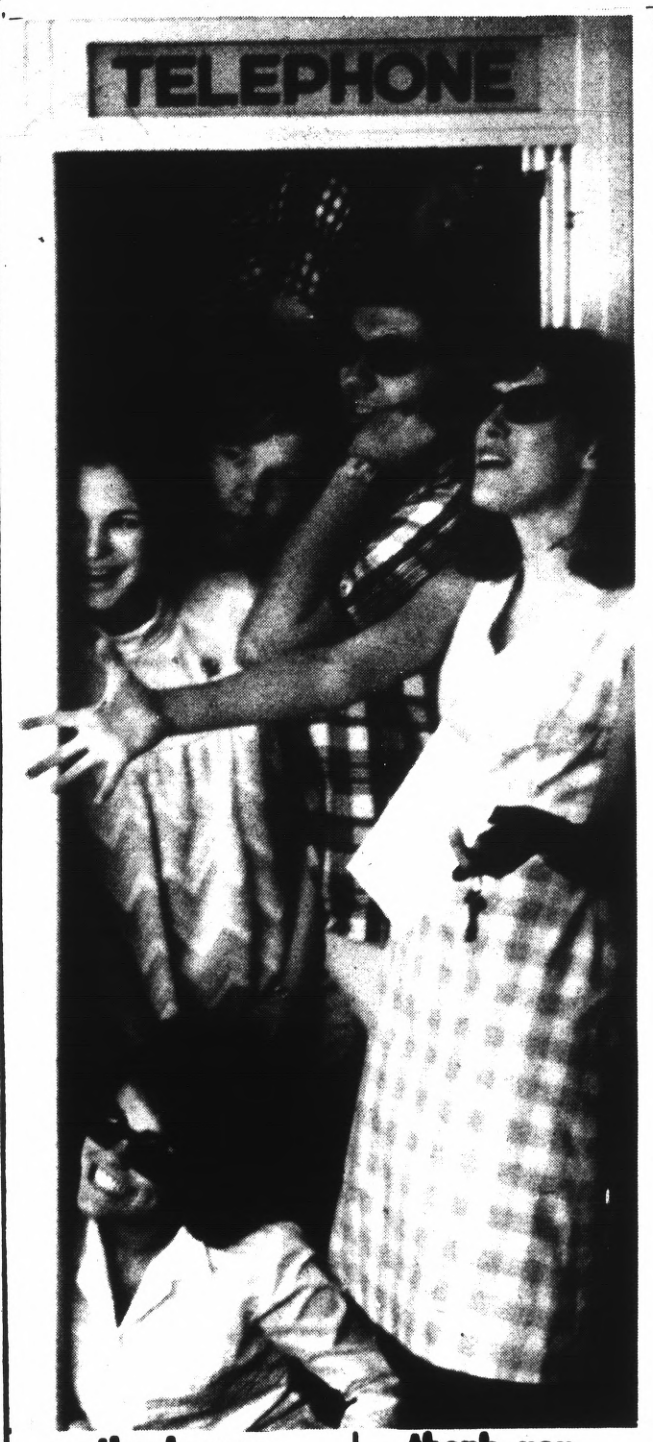
The messiest event of all will culminate the afternoon, when a massive tug-of war will be held over wide, gooey mud pits located below the playing fields. Contests will pit faculty members, administrators, employees, and students against each other -- and losers are advised not to wear white. Immediately following the vent, free hot showers will be available in the Field House.

Free speech enthusiasts will be given their opportunity to sound off on a special P. A. system provided by the SPRING THING Committee. The public soap-box will be running all afternoon, and vocal performances of all kinds are encouraged. College anarchists take note.

Barbeque and concert

After a full day of activity, hungry students and faculty members are invited to an open-air barbecue at three pits on the playing fields. Hamburgers and hotdogs with all the trimmings will be provided free to UCSC resident students by the Saga Food Service.

Immediately following dinner, the Foothill Players of Foothill Junior College in Los Altos will present UCSC's first Broadway musical, "The Roar of the Greasepaint, the Smell of the Crowd," in the Stevenson College Dining Commons. In addition, Berkeley musician Robie Basho will serenade more music lovers in concert on the six- and twelve-string guitars. His concert will be held in the Cowell Dining Commons. Admission is free to UCSC students; tickets are $1 for all other guests.



thank you

The SPRING THING wishes to thank the following for their donations to the project and assistance in making the SPRING THING a success. It is a credit to the Santa Cruz busines community that 90% of those approached responded.

Safeway

Jiffy 39 Minute Cleaners

Linda Vista Market

Lou's Liquors

The Schipper Dillon

Bond's Chevron Service Station

Bargetto's Santa Cruz Winery Soquel

U-Save Liquors

Ottaviano's Sixty-Six Service

Theatre Del Mar

Beige and Blue Billiard Center

Mystery Spot

Signal Oil Co.

Mobley's Barber Shop

thank you

Santa Cruz Motors Sixty-Six Service

Santa Cruz Pharmacy

The Franciscan

Horseman Shop

Leask's Department Store

Joseph George Distributors

Poston's Pharmacy

Patten's Richfield Service

Stagnaro's Liquor

The Cue Stick

Mission Pharmacy

Baskin-Robbins 31 Flavors

Altenbern's Fins and Feathers

The Camera Shop

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Mr. B. P. Pino
Bank of America

F. K. Duhring
Wells Fargo Bank (Bay-High St.)

thank you

F. D. Mills
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Don Starr Oldsmobile

Mission Linen Supply

Ferrari Florists

Speedy-Mart (Bay and High Sts.)

Albertson's

Long's Drug Store

Lucky Supermarket

thank you

Stan's Auto Supply

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The Golden Orchid Florist

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thank you

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Would you like to eat an Arabian hamburger? Or sample a slice of Baklava? Or dance to the tune of Scottish bagpipes? Santa Cruz' first annual SPRING THING Carnival will offer all of these and more on this Sunday afternoon, May 14. The day will feature a wide variety of entertainment, including booths sponsored by students and a number of off-campus organizations.

The first of the day's events, a soccer match between a quick Cabrillo College squad and UCSC's flashy team, will begin on the playing field at 11:00 Sunday morning. The match is free and open to the public.

The rest of the day will be punctuated by a number of events, beginning with continuous entertainment in the Field House, which will be transformed into a saloon and will feature a melodrama, "Curse You, Jack Dalton," and a Roaring Twenties duet. Hourly shoot-outs, starring vice-chancellors and college provosts, will be staged in the carnival area.

Musical enjoyment will be provided by Mr. William Read, harpsichordist and visiting lecturer at UCSC, and Mr. William Van den Burg, cellist and Professor of Music on campus, who will perform in the Stevenson Dining Commons at 2:30 p.m.

Continuous entertainment in the carnival area will be provided by Sandy Tryk, who will wander among the crowds with his bagpipes. Also featured will be the Watsonville High School Band, the San Jose School of Scottish Dancers, and the UCSC Greek and Balkan dance classes. Andy Pallos, a UCSC student, will give trampoline exhibitions at 1:00 and 4:00 p.m.

The University will open its doors to the public all afternoon, and among the special events of the Open House will be a number of art exhibits. The works of Santa Cruz High School students, Soquel Art Club members, and Stevenson College students will be on display in the Field House. A photography exhibit will be located in the Stevenson Jolly Room, and the Tutorial Project will display some of its children's art in a booth in the carnival area.

The carnival area itself will provide an exciting variety of booths and events. For a mere pittance, a member of the psychology department will give an instant analysis. The Psychology Club will stage real rat-races in specially constructed mazes; Mary Holmes, art lecturer on campus, will weave magic and mystery telling fortunes; Mie Uchida will entertain with Japanese paper folding. To satisfy everyone's hunger, there will be snow cones, Arabian hamburgers, Baklava, a Polynesian booth with banana delicacies, and in addition, the sandwiches, coffee, and pastries provided by the Kite, the campus coffeehouse which is associated with Santa Cruz' Catalyst. Both University students and off-campus organizations will present challenging games ranging from car demolition to dunk tanks, to kissing booths. Displays of paintings, posters, pottery, and bargain things will also be located in the carnival area.

In addition to the booths sponsored by the residence houses of UCSC, many off-campus organizations and individuals will be sponsoring their own exhibits. Service organizations include the California State Employees' Association, the Trinity United Presbyterian Church, the Red Cross, the Mental Health Clinic. the YWCA, the Marri-eds, and the Jay-C-ettes. The PTA's of Branciforte, Natural Bridges, Westlake, Laurel, and Bayview Elementary Schools will be participating. Santa Cruz, Soquel, and Watsonville High Schools will also be present. Among the private businesses participating in the carnival are the Castle Art Gallery, the Plaza BookStore, Brown's Barn, and the Catalyst. In addition, various individuals in the community will be operating booths; they include Carol Gerson, Al Johnson, Nils Westerland, and Maarten Van Gent.

A Downtown Procession

Brent Bohne, star of next season's T.V. series "RIP" will act as grand marshall of the parade on Saturday, May 13. The parade is scheduled to begin at 10:30 AM and will wind its way down Pacific Ave. from Maple to Front street.

In cars donated by Don Starr Oldsmobile of Santa Cruz, Chancellor Dean McHenry, Provosts Page and Smith of Stevenson and Cowell Colleges, accompanied by their wives will join the parade. Mayor Sam Leask with his wife, and Miss Santa Cruz will be on hand to represent the community.

Featured floats are being provided by the University's Marat Sade troop, Leask's Department Store, and through the cooperation of a host of Santa Cruz businesses including Santa Cruz Savings and Loan, Reordan–Winnett Travel Agency, Ferrari Florist, Speedy Mart, The Franciscan, the Horseman, and the Whitehead Travel Agency.

Soquel High School Marching Band and Santa Cruz High Pep Band will combine their talents to provide musical entertainment for those who turn out to watch the parade.

An equistrian team from Alto Loma Riding Academy will accompany the parade along its route.

UCSC students in clown guise will cavort throughout the parade to entertain children.

Campus Open House

Friends and relatives of students at the University of California at Santa Cruz and interested members of the public who have not had a chance to view the inner workings of the campus will have an opportunity to do so on May 14. An important part of UCSC's colorful first annual SPRING THING activities will be an Open House that Sunday from 12 to 5. This occasion will be in conjunction with the SPRING THING Carnival at the UCSC campus on the same afternoon.

The many facets of University life will be displayed in a number of exhibits to be located around the Colleges. The Geography and Anthropology Departments will have exhibits near the student residence halls. The Physics and Chemistry Departments will be performing experiments for the public in the Natural Sciences Building. The Library will be open to browsers and bookworms, and the Instructional Services Division will be continuously running films and demonstrating the many audiovisual services which it performs for the University.

The Stevenson Jolly Room will be the location of a special SPRING THING photography exhibit by Al Lowry, campus photographer. Noah Purifoy, a guest artist on campus, will have junk sculpture created by students in his class on exhibit in and around Cowell College Quad. The Tutorial Project, which is receiving the benefits of the four-day SPRING THING, will be narrating its story all afternoon in Cowell 131.

Buses and electric cars will be available to transport visitors over the campus, and guided tours of the natural landmarks will be conducted during the afternoon. A 16-passenger bus will tour the campus every half hour; tickets for these automated tours will be available for 25¢ from the Carnival tickets booths. Free tours will be given to all mothers as our way of saying "Happy Mother's Day."

special thanks

The SPRING THING COMMITTEE extends its sincerest thanks to the following people for their invaluable assistance in making this year's event a success:

GURDON MOOSER
JOAN WARD
DOROTHY KIMBLE
ED GAINES
PAUL MOLFINO
WILLIAM URBICK
AL LOWRY
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Sharon Henjun
Bill Shipley
Sheila Hough
Robert McPherson
Jean Thorne
Lloyd Weatherman
Loretta Harlow
Gerry De Vries

thank you

Thanks go to the following people and organizations in the community for their cooperation. Their help and encouragement made the SPRING THING possible.

Dr. Margaret Steen
Santa Cruz City Schools
Santa Cruz

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Davis, California

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James E. McPherson
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Al DiLudovico
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William Read
William Van Den Burg
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George Woo
Sunset Magzine
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Alan MacDougall
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Economic Opportunities Commission of Santa Cruz County
KSBW-TV
Salinas, Calif.

Mr. Norm Forgey
Mr. John Hodges
Pacific Telephone
Santa Cruz

Soquel High School Marching Band

Watsonville Optimists

Ida Feldman
Los Angeles, Calif.

Hollis Furguson
Los Angeles, Calif.

Ken Fenty
Universal Match Corporation
Los Angeles, Calif.

Deena Brawerman
Universal Match Corporation
Los Angeles, Calif.

Jack Levy
Flexo Products Company
Los Angeles, Calif.

Dr. and Mrs. Carl Grossman
Los Angeles, Calif.

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Friday, May 12

8:30 p.m. — SPRING THING Presents a Talent Show, Stevenson Dining Commons.
UCLA Theater Arts Department Experimental films, Cowell Dining Commons, admission free.

Saturday, May 13: GAMES DAY

9:00 a.m. — Forty-Niner Gold Rush, field between colleges and playing field.

10:30 a.m. — Parade through downtown Santa Cruz: begins at Maple and Pacific, ends at the plaza near Pacific and Front Streets.

12:30 p.m. — Auction of Box Lunches, Stevenson College Quad.

2:00 p.m. — Softball Tournament, playing fields; Grand Prix Bicycle Race, Field House; Paint-in on playing field canvas; telephone booth stuffing; boats in swimming pool.

3:30 p.m. — Egg tossing, on playing field.

4:00 p.m. — Tug-of-war in mud pits, located below playing fields.

2:00 to 5:00 — Free Speech P. A. system will be running, Field House.

5:30 p.m. — Barbecue, three pits located on playing fields. Admission free to UCSC resident students, features master creations of Saga Food Service.

7:30 p.m. — Broadway musical, Foothill Players in "The Roar of the Greasepaint, the Smell of the Crowd." Stevenson Dining Commons. Admission free for UCSC students, $1.00 for guests.
Robie Basho in concert with guitars, Cowell Dining Commons, admission free to UCSC students, $1.00 for all others.

Sunday, May 14: CARNIVAL DAY

11:00 a.m. — Soccer game, UCSC vs. Cabrillo College, soccer field, admission free.

12:00 noon — Carnival begins in Field House area. Continuous entertainment begins in saloon, with melodrama and singers. Shows 12:30, 2:00, and 3:30.

1:00 p.m. — Trampoline exhibition by Andy Pallos on outside stage.

1:30 p.m. — Sokoli Folk Dancers on outside stage. Auction -- bikes, etc.

2:00 p.m. — Cracker Eating Contest, outside stage. San Jose School of Scottish Dancers, outside stage.

2:30 p.m. — Concert by William Read, harpsichordist, and William Van Den Burg, cellist. Stevenson Dining Commons, no admission charge.
Folk dancers from Natural Bridges Elementary School, outside stage.

3:15 p.m. — Balkan Dancing Class, UCSC, outside stage.

3:45 p.m. — Greek Dancing Class, UCSC, outside stage.

4:00 p.m. — Concert by Santa Cruz High School Band, on playing field adjacent to the carnival area.

4:55 p.m. — Presentation of awards to booths.

5:00 p.m. — Carnival ends; to be continued next year.

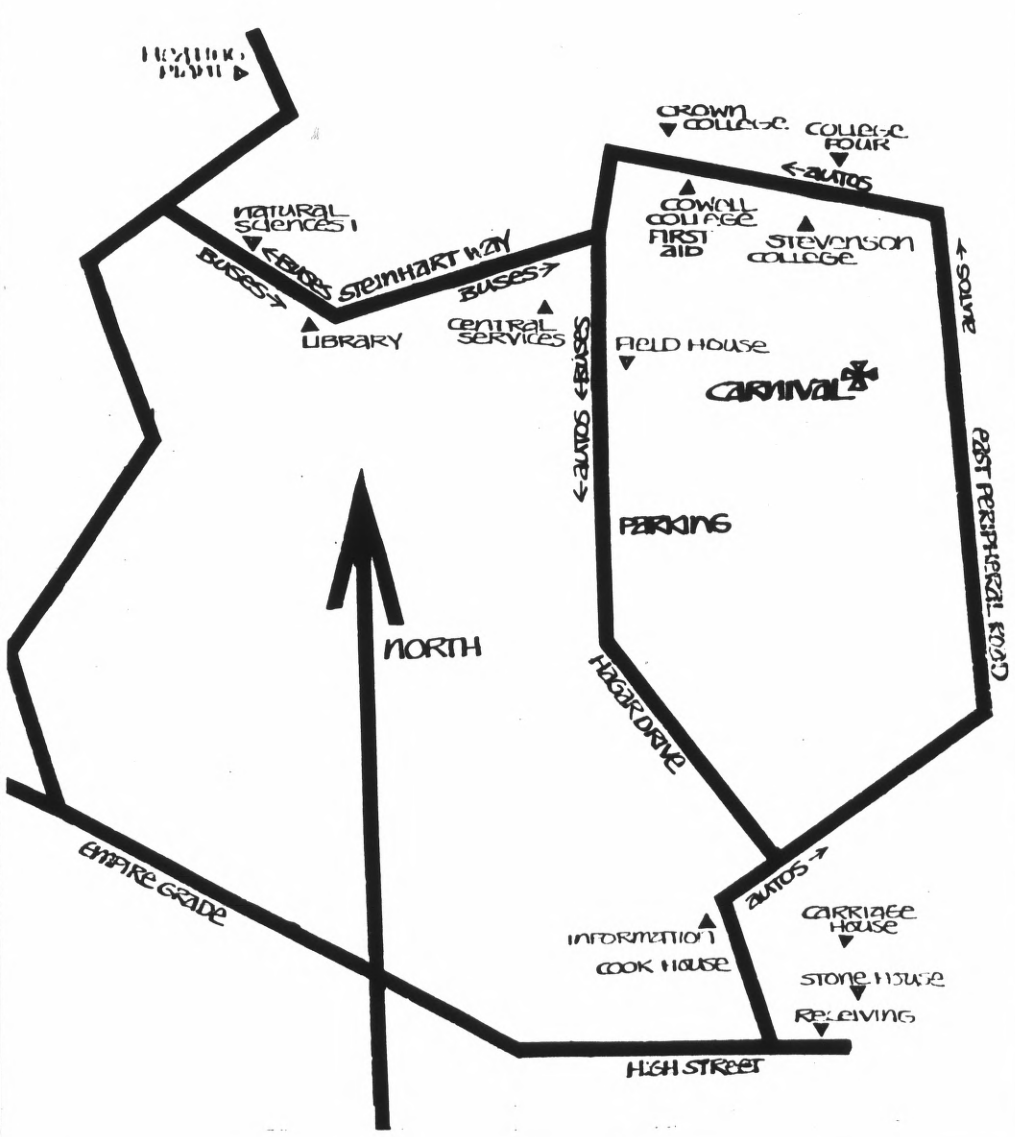
At half-hour intervals, the Psychology Club will sponsor rat races at its booth near the colleges entrance to the carnival. Each race will be announced over the PA system. Sandy Tryk will play his bagpipes around the carnival area most of the afternoon. Shoot-outs also on the hour.

9:00 p.m. to 1:00 a.m. — Dance with Jefferson Airplane, Flowers of Evil, and the American Tragedy at the Cocoanut Grove, Santa Cruz, tickets $3. Continuous light show by Captain Outrageous.

boothsbooth,sboothsboothsboothsbooths

COWELL:	
Make-up Booth	Adams
Saloon	Prescott
Kissing Booth	Parrington
STEVENSON:	
Egg Throwing	House 1
Caricatures	House 1
Dunk Tank	House 3
Car Demolition	Broth Hall
Snow Cones, etc.	KRUZ Radio Station
Banana Joint	House 8, third floor
Spring Things	House 8 and Morrison
Flea Market	Trailers
SERVICE ORGANIZATIONS:	
Bingo	Cal. State Employees' Assoc.
Balloon Shaving	Marri-eds
Work of Red Cross	Red Cross
Children's Paintings	YWCA
Stationery	Soroptimists
Melodrama	Trinity Presbyterian Church
Water Pistol Draw	Jay C-ettes
University Planning	J. Wagstaff
ELEMENTARY SCHOOLS:	
Nail Pound	Laurel PTA
Floating Ducks	Branciforte PTA
Dart Throw	Natural Bridges PTA
Tootsie Pop	Westlake PTA
Bean Bag Toss	Bayview PTA
ON-CAMPUS ORGANIZATIONS	
Arabian Food	Simcha
Russian Dish	Russian Club
Rat Decathlon	Psychology Club

OFF CAMPUS GROUPS AND CRAFTSMEN:	
Fortune-telling	Mary Holmes
Bargain Things	Plaza Bookshop
Books, Prints	Santa Cruz Bookstore
Imports, Arty Things	Brown's Barn
Abstract Prints	Carol Gerson
Pottery	Al Johnson
Japanese Paper Folding	Mie Uchida
Art Exhibit	Mental Health Clinic
Posters, Designs	Nils Westerland
Paintings	Lenore Lindquist
Sandalmaker	Mr. and Mrs. David Stevens
Trinkets	Democratic Club
KSCO Radio Booth	
Art Booth	Santa Cruz, High, Soquel High
Jewelry	Robin Buntin
Match Machine	Spring Thing
Food/Kite	Catalyst
Pepsi-Cola	Tutorial
Coca-Cola	Tutorial
Psychobooth	Psychology Club
Stream of Consciousness	Psychology Club
Money Pitch	Geography Club
Sponge Throws	Cashier's Office
Tour Ticket Booth	Campus Tours
Redwood Seedlings	Chancellor's Office
Tutorial Art Exhibit	
Tutorial Picture Shows	
Photography Exhibit	Al Lowry
Spring Thing Offices	Spring Thing
Glass Ornaments	Maarten Van Gent
Jail	Kite
Cracker-eating	Carnival Committee
Tug-of-War Tournament	House 1



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